

**Data Sensemaking Activity: ILO/GEO Survey Findings**

**Question 1**

	<b>Survey Question 1:</b> What themes you identified in reading through the proposed actions for this ILO or GEO? What are faculty saying in reference to this ILO or GEO?
	<b>Response</b>
1.	Three themes in the ways faculty answered this particular question: 1. answered question and offered proposed actions 2. did not answer question and stayed within positive affirmations of course 3. faculty shared personal experiences, not specifically course or SLO reflections, which highlighted their humanity and challenges that often go unheard.
2.	Though it appears faculty are still responding to teaching on line and working to attend to the needs of the students, it does also appear that Fine Arts continue to meet larger goals of our students.
3.	Things are going pretty well in their classes despite the challenges presented from COVID. Many said they were going to keep doing what they've been doing because it is working. Others explained why there was an influx of "1," which was mainly because the students didn't do the work or seek out of class support that was available to them. There were not many explicit proposed actions for this ILO. We are not sure if people understand what constitutes a "1" vs. "0" or NA. There needs to be a clear option for the students who did not complete the assignment. We would like to see more standardization and support within each department on how to complete these comment boxes and make them more useful. There is no guidance or instruction on what to include. Additional training on how to tie assignments to SLOs within Canvas. This could help report on individual assignments' success and how it relates to the intended outcome (or not). Additionally, the comments box at the bottom includes information for all SLOs/GEOs/ILOs. There should be a comment box under each SLO so faculty can speak directly to the success of that outcome.
4.	there is no consistent theme in terms of the proposed actions and most of them do not have are not suggestions that have anything to do with interpersonal or group skills
5.	There is no capstone project in Interpersonal.
6.	The themes seems to be to get students engaged more in the class, assignments, office hours, etc. The faculty as a whole seem to be trouble shooting to find ways to get students more engaged and involved in the course.
7.	Overall it seemed most met the requirements. Development of new activities besides the traditional quiz and research. Use of different computer programs to increase engagement and improve scores, as well as student success.
8.	Our team believes that terms such as critical thinking should be defined per department/discipline, and then examples of how faculty answer for various disciplines could be provided so we don't end up with vague and numerous data differences that are difficult to discern.
9.	Large class size impacting effectiveness of the class. Many comments on online and the disruption of Remote Learning.
10.	Improve student engagement, improve course structure and format, and improve communication.

11.	Feedback was primarily comiserating about the circumstances of the pandemic which made instruction, especially for this outcome to be more challenging. Comments like 'Go back to real teaching: in person' are ignorant and demonstrate faculty having 'missed the point'
12.	Faculty are still struggling to adapt to online education however many are also seeing how digital content delivery can really open up a world of possibilities and help students continue their education beyond traditional course content.
13.	Discussion of action items like assignments but there needs to be specific. Talk about students being able to communicate across cultures.
14.	Consistent conversation about online vs. face-to-face learning and student success.
15.	Connect students with campus resources, online and in person. Smaller class sizes seemed to be more successful. Students are struggling during the pandemic; the Health and Wellness Center is an important source, now more than ever! Engagement is an issue.
16.	Concerns about virtual learning and assessment, course timing, group work, and lack of proposed actions by faculty.
17.	Adaptability is key.
18.	According the information submitted, Fine Arts remains meeting high levels of action. More could always be done and that will need more evaluation.

### Data Sensemaking (Question 1)

1. Identify 2-3 items that are consistently cited in the responses.
  
2. *The Five Whys*: *Why* were these items consistently cited? And what underlies that *why*? See how far you can get!

3. Do any of your *whys* intersect with work done by existing decision-making bodies (including Chair Council)? In what ways?

Question 2

	<b>Survey Question 2:</b> Based upon your review of the proposed actions and data table for the selected ILO or GEO, please recommend learning strategies or techniques for embedding these ILO/GEO skills across our courses.
	<b>Response</b>
1.	Perhaps faculty using this space (on this specific question) to share how this work is affecting their state of being, such as mental, emotional, and physical states, might be a good set of data to examine as ways to continue to rethink, at an institutional level, how we design policies, procedures, contracts, and practices with equity, inclusivity, and diversity at the center of everything.
2.	According to the information large lecture class sizes are an issue is delivering the kind of education that is regarded as necessary to reach each student.
3.	Because this is an INSTITUTIONAL learning outcome, and it corresponds with the GEO of Diversity and Multiculturalism, and you are asking about implementing it into our courses (which infers a SLO level skill), I believe we need to stress implementing inclusive syllabi and course content (materials but also Canvas design). This could include brainstorming multiple SLOs that are applicable to different discipline and offering them as options to include in CORs. Guidance, direction, and monetary support in offering students more "real life" fieldtrips and site visits to various locations based on discipline needs, when applicable. Service-Learning projects. Consortium of ideas, links, business that are open to these partnerships, etc. could assist in more disciplines taking advantage of this type of learning project. This could also apply to "Project Based Learning" assignments.
4.	more cooperative active learning exercises and group work in classes
5.	There are successful online classes. Interpersonal is not based on Oral Presentations. There is so much more that can be taught this way successfully.
6.	Tutoring center, SI leaders, and Group activities.
7.	Development of new activities besides the traditional quiz and research. Use of different computer programs to increase engagement and improve scores, as well as student success.
8.	A strategy so we can better decipher data is for all of us work on a more successful way to define critical thinking and to create how faculty could answer questions so we don't end up with vague and numerous data differences that are difficult to discern. Once we have fixed these problematic areas, we can then recommend strategies or techniques for bedding these skills across disciplines.
9.	Working towards developing online and remote techniques.
10.	Improving communication and providing clear directions. Make assignments and understanding of material more applicable to online format. For online classes, develop virtual lectures instead of reading assignments.
11.	Using more oral means of assessment including speaking exercises regardless of the class; focused listening instruction
12.	Rather than student learning strategies, I feel faculty training may help greatly here. Helping faculty see how far digital learning platform can help in their classes- beyond pedagogy could be very valuable training.
13.	More discussion about specific assignments. Assign an ethnography.
14.	Writing Workshops (these are not an option) Library Scavenger Hunts or have them visit Invite the tutoring center Teach about plagiarism. Provide handouts

15.	More service learning projects. "Hands on" activities regarding social interaction involving assistance. Students in Child Development create their own curriculum. In-class mentoring assignments and presentations. Encourage attendance at campus activities. Attend Library tours and assist students in navigating the resources on campus and online. More break-out rooms in Zoom. On-ground and asynchronous courses have more engagement. Instructors available during specified Zoom "student contact hours" was helpful. Straight lecturing in Zoom causes fatigue.
16.	Recommend creating specific problems to target specific SLOs that faculty can embed in assessments.
17.	Branch to new techniques. Use technology where applicable but do not replace the human factor. Keep it as much as possible.

### Data Sensemaking (Question 2)

1. Identify 2-3 items that are consistently cited in the responses.
2. *The Five Whys*: Why were these items consistently cited? And what underlies that *why*? See how far you can get!
3. Do any of your *whys* intersect with work done by existing decision-making bodies (including Chairs Council)? In what ways?